

VOL. XXII, No. I

JULY, 1929

TOTAL No. 89

# ALABAMA COLLEGE

The State College for Women

## BULLETIN



## WORLD HISTORY:

*A Teaching Outline*

BY THE

HISTORY DEPARTMENT

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*Published Quarterly By*  
ALABAMA COLLEGE  
MONTEVALLO, ALABAMA

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BIRMINGHAM PRINTING COMPANY, BIRMINGHAM, ALA.

ALABAMA COLLEGE

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is

A MEMBER OF

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The Association of Colleges and Secondary Schools  
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## PREFACE

*THE PROBLEMS* presented to the busy teacher by the new course in World History are many. Many phases of the subject-matter are new. She has had little opportunity to accumulate materials with which to supplement the text. The pressure of other work leaves her little time for adequate lesson planning. This outline was prepared with the hope that it might help the teacher to make world history a vital and living subject to her students and at the same time lighten somewhat her burden of preparation.

HALLIE FARMER,  
Professor of History,  
Alabama College.



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# WORLD HISTORY

## I—INTRODUCTION

### I. *Aims of the Course*

1. To lead to an intelligent knowledge of the development of civilization.
2. To create a background for the understanding of present day problems.
3. To drive out prejudice and intolerance and substitute a sympathetic interest in other peoples.
4. To lead to an appreciation of the social and economic life of the past as well as of its political life.

### II. *Equipment*

1. Wall maps.  
The following maps are required for the accredited high schools of Alabama:
  - a. 1 set of American history maps showing political and economic development.
  - b. 1 set of Ancient and Medieval history maps.
  - c. 1 set of Modern European history maps.
2. Desk maps.  
Webster and Webb, *Historical Outline Maps and Exercises*, D. C. Heath and Company (The State Adopted Map Book).

### III. *Reference Books*

No attempt has been made to give an exhaustive list of books. Rather the effort has been to offer a suggestive list of the various types of material which should be found in the well equipped high school library.

- a. Atlas—W. R. Shepherd, *Historical Atlas* (Holt, \$3.90).
- b. Source material:  
Botsford, G. W. and Lillie, *Source Book of Ancient History* (1912, Macmillan, \$2.00).  
Ogg, F. A., *Source Book of Medieval History* (1907, American Book Co., \$2.80).  
Robinson, J. H., *Readings in European History* (abridged ed., 1906, Ginn, \$2.50).  
Webster, Hutton, *Readings in Ancient History* (1913, D. C. Heath, \$1.60).  
Webster, Hutton, *Readings in Medieval and Modern History* (1917, D. C. Heath, \$1.64).

## c. General:

- Coffman, Ramon, *Child's Story of the Human Race* (1927, Dodd Mead & Co., \$3.50).  
 Greenwood, Josephine Heermans, *Our Heritage from the Old World* (1921, Appleton, \$2.00).  
 Guerber, H., *A Story of Our Civilization* (1926, Holt, \$1.20).  
 Happold, F. C., *Adventure of Man* (1926, Harcourt, \$2.00).  
 McKinley, A. E., Holland, A. C., and Dann, M. L., *World History in the Making* (1927, Am. Bk. Co., \$1.92).  
 Parsons, J., *Stream of History* (1928, Scribners, \$5.00).  
 Stuart, Dorothy Margaret, *Boy Thru the Ages* (1926, Doubleday, \$3.00).  
 Thorndike, *Short History of Civilization* (1926, Crofts, \$4.00).  
 Van Loon, H. W., *Story of Mankind* (1921, Boni & Liveright, \$5.00).  
 Wells, H. G., *Outline of History* (1921, Macmillan, \$5.00).

## d. Ancient Period

- Botsford, G. W., *Hellenic History* (1922, Macmillan, \$4.00).  
 Breasted, J. H., *Ancient Times* (1916, Ginn, \$2.00).  
 Budge, Sir Ernest Alfred Thompson Wallis, *Egypt* (Holt, 1925, \$1.00).  
 Church, A. J., *Stories from Herodotus* (Dodd, Mead, \$1.50).  
 Davis, W. S., *Day in Old Athens* (1914, Allyn, \$1.60).  
 Davis, W. S., *Day in Old Rome, a Picture of Roman Life* (1925, Allyn, \$1.80).  
 Goodspeed, G. S., *History of the Ancient World* (1912, Scribners, \$2.00).  
 Hall, Jennie, *Buried Cities* (1922, Macmillan, \$2.00).  
 McDaniel, W. B., *Roman Private Life and Its Survivals* (1924, Longmans, \$1.75).  
 Mills, Dorothy, *Book of Ancient Greeks* (1925, Putnam, \$2.50).  
 Mills, Dorothy, *Book of the Ancient Romans* (1927, Putnam, \$2.50).  
 Myers, J. L., *Dawn of History* (1911, Holt, \$1.00).  
 Smith, G. E., *In the Beginning* (1928, Morrow & Co., \$1.00).

Tappan, Eva M., *Story of the Roman People* (1910, Houghton, \$1.75).

Van Hook, Larue, *Greek Life and Thought* (1923, Columbia University Press, \$2.50).

Van Loon, H. W., *Ancient Man* (1922, Modern Library, 95c).

West, Wallis Mason, *Story of Man's Early Progress* (1920, Allyn, \$2.00).

e. Medieval Period

Davis, W. S., *Life on a Medieval Barony* (1922, Harper, \$3.50).

Munro, Dana C., *The Middle Ages* (Century, \$3.50).

Power, Eileen Edna, *Medieval People* (1924, Houghton, \$2.00).

Robinson, James Harvey, *Medieval and Modern Times* (1926, Ginn, \$2.00).

Tappan, Eva M., *When Knights Were Bold* (1911, Houghton, \$3.00).

f. Modern Period

Elson, H. W., *Modern Times and the Living Past* (1921, Am. Bk. Co., \$2.40).

Hayes, C. J. H., *Brief History of the Great War* (1920, Macmillan, \$2.75).

Hazen, C. D., *Europe Since 1815* (Holt, 2 v. in 1, \$5.00).

Robinson & Beard, *History of Europe, Our Own Times* (1921, Ginn, \$1.96).

Schapiro, J. S., *Modern Times in Europe* (1925, Houghton, \$1.96).

## WORLD HISTORY

## II—OUTLINE OF COURSE

- I. The World's Development.....Text Chapter 1.
  1. The pre-historic period
    - a. Geological
      - (1) The periods
      - (2) The Ice Age
    - b. Man
      - (1) Time
      - (2) Types
      - (3) What man learned
        - (a) To improve his physical condition
        - (b) To gratify his desire for expression
        - (c) To satisfy his desire for worship
        - (d) To live with others

*Suggestions*

1. Some of the questions on page 28 are excellent.
  2. Lead the students to compare man's life at the beginning of this period with his life at the end in order to see the progress which was made in the pre-historic period. Compare it with the progress made in the historic period.
  3. If any flint arrow heads or other products of the stone age are accessible, they should be used here for study.
- II. The Ancient Orient.....Text Chapter 2

1. The Geography
2. The Peoples
3. Oriental contributions to civilization
  - a. To improve man's physical condition
  - b. To gratify his desire for expression
  - c. To satisfy his desire to worship
  - d. To enable men to live together

*Suggestions*

1. Compare and contrast man's condition in the pre-historic period with his condition at the end of the Oriental period. What progress has he made?
2. What defects do you see in Oriental civilization? Can you explain why they were not corrected?
3. Which of the Oriental contributions to civilization do you consider the most important? Why?
4. Compare and contrast the code of Hammurabi (Botsford, Source Book) with the Mosaic code.

*Reports*

1. "How Gilgamesh Learned About the Flood" (An old Babylonian story).

2. The Tomb of King Tut-Ahnk-Amen.
3. The Pyramids
4. The Temple of Karnak
5. The Rosetta Stone
6. The Book of the Dead

*Pictures*

(Perry Pictures Company, Malden, Mass. Two-cent size.)

- 1454—Nile and Pyramids
- 1456—Great Pyramid and Sphinx
- 1459—Karnak—Entrance to the Temple of Rameses
- 1460B—Hall of Columns—Temple of Karnak

III. Greece-----Text Chapter 3

1. Geographic influences
  - a. Climate
  - b. Mediterranean
  - c. Mountains
  - d. Islands
2. Racial influences
  - a. Aegeans
  - b. Greeks
3. Civilization
  - a. The Aegean Age
  - b. The Homeric Age
  - c. Greek Religion
    - (1) Ideas
      - (a) Of the gods
      - (b) Of immortality
    - (2) Ceremonies
      - (a) Oracles
      - (b) Olympic Games
  - d. Government among the Greeks
    - (1) The citystates
      - (a) Types
        1. Sparta
        2. Athens
      - (b) Government
    - (2) The Amphictonies
    - (3) Greek expansion
      - (a) Causes
      - (b) Location of colonies
      - (c) Problem of imperial control—the Delian league and the Athenian empire
      - (d) The Persian Wars
    - (4) The decline of the city state

- e. Greek Culture
  - (1) Art
    - (a) Artists
    - (b) Types of architecture and sculpture
  - (2) Literature
    - (a) Authors
    - (b) Types
  - (3) Philosophy
    - (a) Leaders
- 4. The Rise of Macedonia
  - a. Causes
  - b. Leaders
  - c. The Conquest of Persia
- 5. The Hellenistic Period
  - a. The Kingdoms
  - b. The Civilization

### *Suggestions*

1. Show the effect of Greek geography upon Greek history.
2. Compare and contrast Sparta and Athens. Which made the greater contribution to civilization? What defects do you see in Athenian civilization?
3. Have students make Map I in the Outline Map Book.
4. Be able to identify the different orders of Greek architecture and the more famous buildings.
5. Read to the class illustrations of the different types of Greek literature and encourage them to read more for themselves.
6. For what things is the twentieth century indebted to the Greeks?
7. How does Modern Greece compare with the Greece you have studied?
8. What is the difference between the Hellenic and the Hellenistic world? Which had the higher civilization? What service did each render in the world?

### *Reports*

|                                     |                           |
|-------------------------------------|---------------------------|
| Homer                               | The Acropolis             |
| Story of Iliad                      | Demosthenes               |
| Story of Odyssey                    | Greek Gods and Religion   |
| Schliemann                          | The Life of a Spartan Boy |
| The Age of Pericles                 | My Favorite Greek Hero    |
| The Olympic Games, Past and Present | Day in Sparta or Athens   |

*Records*

Victor No. 20896, "Hymn to Apollo" (278 B. C.)

*Pictures*

(Perry Pictures Company, Malden, Mass., 2-cent size.)

1612—Acropolis, Athens

1613—Erechtheum, Porch of the Maidens

1616—Parthenon

1617B—Metope

1618—Propylaea

1620—Temple of Theseus

1622—Lion Gate

1623—Tomb of Agamemnon

1164—Athena

1173—Victory of Samothrace

1177—Faun of Praxiteles

1206—Apollo Belvedere

(University Prints, Newton, Mass.)

G 39—Acropolis (Restoration)

G 43—Parthenon (Interior)

G 70—Greek Orders

IV. Rome

1. Geographic influences-----Text Chapter 4

a. Climate

b. Mediterranean

2. Influence of neighbors

a. Etruscans

b. Greeks

c. Italians

3. Roman expansion

a. Over Italy

(1) Causes

(2) Steps

b. Beyond Italy

(1) The Punic Wars

(2) Macedonian Wars

(3) Conquest of Greece

(4) Syria

4. Roman government

a. The republic

(1) Organization

(a) Officials

(b) The Senate

(c) Assemblies

- (2) Problems
  - (a) Relation of plebeians and patricians
- (3) The government of Italy
  - (a) Organization
  - (b) Problems
    - 1. Roman citizens
    - 2. Allies
    - 3. Colonies
    - 4. Romanization
- (4) Government beyond Italy
  - (a) Organization
  - (b) Problems
- (5) Decline of the Republic
  - (a) Causes
  - (b) Leaders in the declining years
    - 1. Aims
    - 2. Reasons for failure
- b. The Empire
  - (1) The Augustan Age
    - (a) Accomplishments
      - (1) Political
      - (2) Social
      - (3) Economic
    - (b) Civilization
      - (1) Government
        - a. Organization
        - b. Law
      - (2) Architecture
        - a. Important types
      - (3) Literature
        - a. Great writers
        - b. Types of literature
  - (2) The decline of the Empire
    - (a) Causes
    - (b) Attempts to save
    - (c) The end of the empire

*Suggestions*

- 1. Compare and contrast Italy and Greece as to geography. Did these differences affect their history?
- 2. Have students make Map III in their notebooks.
- 3. How far was Roman civilization a borrowed one?
- 4. How does the government of the Roman Empire compare with that of empires we have already studied?

5. The author of the text ignores Roman architecture and Roman literature. These are important and should be studied.

6. For what is the twentieth century indebted to the Romans?

7. Why was the problem of governing an empire more difficult for Rome than for Great Britain?

8. Compare and contrast Roman architecture with Greek as to type of building and method of construction.

9. Compare and contrast the types of literature of Greece and Rome.

#### *Reports*

The Work of Hannibal

Julius Caesar

The Spread of Christianity

Women under the Roman Empire

Dress and Customs of the Romans

The Augustan Age

Virgil's Aeneid

Development of the Calendar

Government under the Roman emperors

The Forum

The Law of the Twelve Tables

Cicero and the Oration against Verres

The Organization of the Roman Army

Building a Roman Road

The Plan of a Roman House

What the Romans learned from the Greeks

#### *Pictures*

(Perry Pictures Company, Malden, Mass., 2-cent size.)

1742—Aqueduct of Claudius

1744—Arch of Constantine

1746—Arch of Titus

1764—Colosseum

1766—Forum

1774—Pantheon

1782—Basilica of Constantine

### V. The Middle Ages.....Text Chapter 5

#### 1. The Germans

a. Characteristics

b. Influence on the Roman Empire

c. Establishment of the Holy Roman Empire

(1) Purpose

(2) Relation to Church

(3) Great emperors

1. Charlemagne
2. Otto the Great
2. The Northmen
  - a. Characteristics
  - b. Location of settlements
3. Byzantine Empire
  - a. Importance
  - b. Contributions to civilization
4. Arabs
  - a. Influence of Mohammedanism
  - b. Conquests
  - c. Culture
5. Mongolians
  - a. Tribes
  - b. Influence on Europe
6. National States
  - a. Names
  - b. Forms of government
  - c. Influence on civilization

#### *Suggestions*

1. Notice that the organization of this outline differs from the organization of the chapter in the text. It would seem that the discussion of feudalism and the crusades belongs more properly with "Medieval Civilization."

2. What were the good and bad effects of the German invasions on the progress of civilization?

3. Lord Bryce said, "The Holy Roman Empire was neither holy, nor Roman, nor an empire." Explain.

4. Compare the work of Charlemagne with that of Caesar Augustus.

5. Compare the number of people under Moslem control in 1453 with the number of people under Moslem rule today.

6. What advantages has a nation state over a city state? Why did Italy and Germany fail to become nation states during the Middle Ages?

7. What was the significance in history of the fact that the new nation states bordered on the Atlantic Ocean?

8. Many of the questions at the end of Chapter 5 in the text are well worth using.

#### *Reports*

Charlemagne

Life and Customs of Germans

Life of a Feudal Lord

The Vikings  
 A Trip to Constantinople  
 Otto the Great and the Holy Roman Empire  
 William the Conqueror and the Battle of Hastings

*Records*

Victor No. 20896 Hymn of Charlemagne  
 Victor No. 20152 War Songs of the Normans,  
                     Crusaders' Hymn  
                     Duke of Marlborough

"These Old Crusaders' Hymn, dating back to the twelfth century, bring to our minds the unison singing, the weary march, the old serious style." The old "War Song of the Normans" is supposed to have been sung by Taillefer, a minstrel, at the battle of Hastings, 1066. "The Crusaders Hymn is slow dignified march time, and one can readily imagine the weary army toiling along to its strain."

The famous "Duke of Marlborough" is none other than the original of the well known "We Won't Go Home 'Till Morning." "Tradition says that the tune was used when Godfrey of Bouillon captured Jerusalem during the Crusades."

*Pictures*

(Perry Pictures Company, Malden, Mass., 2-cent size.)  
 Moorish Art  
     No. 1840—Mosque at Cordova  
     No. 1841—Interior  
     No. 1842—Ceiling  
     No. 1843—Detail of Walls  
     No. 1850-1860—Alhambra (various views)  
 Byzantine Art  
     No. 1890—Mosque of St. Sophia  
     No. 1891—Entrance  
     No. 1892—Interior

VI. Medieval Civilization.....Text Chapter 6

1. Agencies of civilization
  - a. Feudalism
    - (1) Purposes
    - (2) Effects
    - (3) Essential elements
      - (a) Land ownership
      - (b) Mutual obligations of lord and vassal
    - (4) Defects of the system

- b. The Church
  - (1) Power
  - (2) Services to the medieval world
  - (3) Organization
  - (4) Defects
  - (5) Importance of the papacy
- c. Crusades
  - (1) Purposes
  - (2) Effects
- d. Manorial system
  - (1) Advantages
  - (2) Defects
  - (3) Serfdom
    - (a) Causes of rise and fall
    - (b) Relation to the manorial system
- e. Medieval cities
  - (1) Origin
  - (2) Relation to feudalism
  - (3) Organization of city life
- f. Medieval art
  - (1) Types of architecture
  - (2) Painting and sculpture
- g. Learning and Literature
  - (1) The medieval university
  - (2) The rise of the national languages

### *Suggestions*

1. The discussion which the author gives of the results of the crusades and of medieval art is inadequate and needs to be supplemented.

2. Account for the disappearance of feudalism.

3. "Feudalism was a state of legalized lawlessness."

### *Comment.*

4. Compare the church of the Middle Ages with the church of today. How do you account for the differences?

5. Was the papacy an advantage or a hindrance to the medieval world?

6. Compare the craft guilds with the modern trade union.

7. How did the rise of the nation state influence trade and commerce?

8. Compare Gothic architecture with the types already studied.

9. What was the effect of the rise of national languages upon internationalism?

10. In what ways did civilization advance during the Middle Ages?

11. Account for the fact that the church performed many of the duties which the state performs today.

*Reports*

Oxford University  
The Truce and Peace of God  
The Knight Templars  
Rule of St. Benedict  
The Manor and Its People  
A Visit to a Medieval Town  
Medieval Science  
The Life of a Feudal Lord  
The Training of a Knight  
The Seven Sacraments  
St. Francis of Assisi  
A Medieval Castle  
A Medieval Monastery

*Records*

- I. Old Church Chants  
Victor No. 20897—The Magnificat  
Victor No. 21621—Ave Maria  
Kyrie Eleison
- II. Troubadours  
Victor No. 20227—Merci Clamant  
Pour Maltems  
Robins M'aime

"The lute was brought back from the Orient by the Crusaders and was the instrument used by the Troubadours and the minnesingers. 'Merci Clamant' is a song of sorrow. Chatelain des Coury, the author of this song, was one of the earliest of the troubadours and was killed in Palestine while on a crusade with Richard Coeur de Lion. Thibaut IV, Count of Champagne and King of Navarre, was another famous troubadour who died in the Holy Land."

"Robin loves me—he has chosen me and I am his. Robin brought me a scarlet kirtle fine and beautiful, with gay bell and ribbons." One of the best known of the troubadour songs.

*Pictures*

(Perry Pictures Company, Malden, Mass., 2-cent size.)  
Romanesque Architecture  
No. 1716—Pisa Cathedral  
No. 1492—Gloucester Cathedral

## Gothic Architecture

- No. 1545-1549—Cathedral Notre Dame, Paris
- No. 1502—Salisbury Cathedral
- No. 1495—Canterbury Cathedral
- No. 1601—Cologne Cathedral
- No. 1685—Milan Cathedral
- No. 1688—Window, Milan Cathedral

*Paintings*

## Cimabue

- No. 201—Madonna
- No. 202—Madonna with Prophets

## Giotto

- No. 204—Madonna
- No. 205—Annunciation

## VII. The Renaissance.....Text Chapter 7

## I. Renaissance

- 1. Meaning of the term
- 2. Origin
- 3. Influence
  - a. Upon literature
  - b. Upon art
  - c. Upon scientific knowledge
- 4. Great leaders of this period

## II. Reformation

- 1. Causes
- 2. Parts of Europe affected
- 3. Leaders
- 4. Results
  - a. Political
  - b. Social
  - c. Economic
  - d. The Counter Reformation
    - (1) Leaders
    - (2) Methods
    - (3) Results
  - e. Religious Wars
    - (1) Parts of Europe affected
    - (2) Leaders
    - (3) Important events
    - (4) Results

## III. The New World and the Old

- 1. New lands
- 2. New trade routes
- 3. New commodities
- 4. New political conditions

- a. Nationalism
- b. Balance of power
- 5. New emphasis on individual

*Suggestions*

- 1. How did the Renaissance in Italy differ from that in Northern Europe? Why?
- 2. "The most important result of the reformation was the new emphasis placed upon the individual." Comment.
- 3. Do you see any disadvantages in the destruction of the universal church?
- 4. Have students make Map V in their map notebooks.
- 5. Which do you think had the more important influence on civilization, the Renaissance or the Reformation?
- 6. What new problems did the Renaissance and the Reformation create?
- 7. "The Reformation was a religious movement in the continent and a political movement in England." How far is this true?

*Reports*

Dante  
Petrarch and Humanism  
Erasmus  
Machiavelli  
Raphael  
Michael Angelo  
Luther  
Calvinism  
Henry VIII of England and the Church  
Philip II of Spain  
Queen Elizabeth  
Columbus Discovers America  
Marco Polo and Tales of the Far East  
Knowledge of the World at Time of Columbus  
The Destruction of the Spanish Armada  
Leonardo di Vinci

*Records*

Victor Nos. 80263, 80265, 81594—Luther's Hymns  
Victor Nos. 20642, 20641, 20990—English Dances  
Victor Nos. 9159, 21622, 20897—Palestrina's Music  
Victor No. 1238—Elizabethan Ballad  
(In preparation)—Puritan Hymns

*Pictures*

(Perry Pictures Company, Malden, Mass., 2-cent size.)

## Renaissance Architecture

No. 1750—Rome, St. Peter's Church

No. 1482—London, St. Pauls

## Renaissance Sculpture

No. 1254B—Donatello, David

No. 295—Michelangelo, Moses

## Renaissance Painting

No. 222P—Fra Angelico, Annunciation

No. 261—Botticelli, Virgin, Infant Jesus and St. John

No. 240—Fra Filippo Lippi, Madonna and Child

No. 280—Leonardo di Vinci, Last Supper

No. 278—Leonardo di Vinci, Mona Lisa

No. 324—Raphael, Madonna of the Chair

No. 636—Rubens, Descent from the Cross

VIII. The Seventeenth and Eighteenth Centuries in Europe  
-----Text Chapter 8

1. New Ideas
  - a. Absolutism.
  - b. Divine right
  - c. Nation state
  - d. Popular sovereignty
2. The struggle between absolutism and popular sovereignty
  - a. In England
    - (1) Causes of conflict
    - (2) Leaders
    - (3) Important events
    - (4) Results
  - b. In France
    - (1) The Age of Louis XIV
      - (a) Social and economic characteristics
      - (b) Wars
        1. Purposes
        2. Alliances
        3. Events
        4. Results
  - c. In Russia
  - d. In Austria
  - e. In Prussia
3. Partitions of Poland
  - a. Causes

*Suggestions*

1. Are there any advantages to a country in having an absolute ruler?
2. What is the effect of absolutism upon international relations?
3. Compare the power of the Stuarts in England with the power of the Hanoverians.
4. Account for the Restoration.
5. Trace the history of Alsace-Lorraine from 1648 to the present.
6. The questions on page 319 of the text are well worth using.

*Reports*

Benevolent Despots

Frederick, the Great, of Prussia

Catherine, the Great, of Russia

Maria Theresa of Austria

The Restoration Period in England

Samuel Pepy's Dairy

The Court of Louis XIV

Cromwell

Bill of Rights

Petition of Right

IX. Commerce and Colonies during the Seventeenth and Eighteenth Centuries.....Text Chapter 9

1. Regions
2. The theory of mercantilism
3. Objects
4. Important commercial nations
5. Methods
  - a. The trading company
    - (1) Dutch East India Company
    - (2) British East India Company
  - b. Colonies
    - (1) Regions
    - (2) Purposes
    - (3) International rivalry
      - (a) In India
      - (b) In America
    - (4) Treatment
      - (a) Of colonial manufacturing
      - (b) Of colonial commerce
    - (5) England and her colonies
      - (a) Legislation for colonies
      - (b) Colonial reaction
      - (c) Revolutionary war

1. Important events
2. Results

*Suggestions*

1. What was the effect of nationalism upon the problems of commerce and colonization?
2. How do you account for the fact that the Italian cities and the German cities are of no importance in the commerce of this period?
3. What were the advantages and the disadvantages of the trading company?
4. Do you believe the mercantile theory? Give reasons for your answer.
5. How did England justify her restrictions on colonial commerce and industry?
6. How did England's treatment of her colonies compare with that given the colonies of the other countries? How do you explain the fact that the revolution occurred in the English colonies rather than in those of France or Spain?
7. Have the students make Map X in their map notebooks.

*Reports*

The Spanish Treasure Ships  
 The English Sea Dogs, Hawkins, Drake  
 La Salle  
 John Smith  
 The Navigation Laws  
 Patrick Henry  
 Products and Manufactures of the Colonies  
 The Pilgrims  
 Settlement at Jamestown  
 La Fayette

*Records*

Victor No. 4010—My Days Have Been So Wondrous  
 Free—probably the first song by an  
 American composer  
 Victor No. 20166—Yankee Doodle

## X. The Old Regime.....Text Chapter 10

1. Social and Economic Problems
  - a. The privileged and unprivileged classes
  - b. Religious intolerance
  - c. Restrictions on commerce and industry

2. The age of reason
  - a. The spirit of reform
  - b. The advances in science
  - c. The study of economics
  - d. Rationalism in religion
  - e. New theories
    - (1) Laissez-faire
    - (2) Social contract
    - (3) Rationalism
    - (4) Popular sovereignty
  - f. Leaders
    - (1) Great thinkers of the period
    - (2) The enlightened despots

*Suggestions*

1. Be sure that the students see the significance of the new ideas which appeared at this time. Many of the words used in this chapter will need to be discussed in class.
2. Read parts of the Declaration of Independence with the class and lead them to see how the theory of the social contract influenced the history of the United States.
3. Account for the failure of the enlightened despots.
4. Why did French thinkers lead the world at this time?
5. Explain the origin of the privileged classes; of the unprivileged.
6. Why did the bourgeoisie particularly resent their lack of privilege?

*Reports*

Montesquieu  
 Rousseau  
 Voltaire  
 Arthur Young's Travels  
 Marie Antoinette

XI. The Revolutionary and Napoleonic Era.....Text Chapter 11

1. The French Revolution
  - a. Causes
  - b. Periods
    - (1) The Estates-general (1789)
    - (2) National Assembly (1789-1791)
      - (a) Revolutionary events
      - (b) Legislative reforms
      - (c) Defects in the work of the National Assembly

- (3) First French Republic (1792)
      - (a) Problems
      - (b) Constructive work
    - (4) The National Convention (1792-1795)
      - (a) Revolutionary work
      - (b) Constitution of 1795
    - (5) The Directory
  - 2. The Napoleonic Era
    - a. The Consulate
      - (1) Constitution
      - (2) Wars
      - (3) Internal reforms
    - b. The first French Empire
      - (1) Wars with Europe
      - (2) The reorganization of Europe
        - (a) Aims
        - (b) Methods
      - (3) The Continental System
        - (a) Aim
        - (b) Methods
        - (c) Results
      - (4) Overthrow
        - (a) Causes
        - (b) Events

### 3. Final results of the French Revolution.

#### *Suggestions*

1. Some one has said that the history of the French revolution might be described as "from a despotism to a despotism." Comment.

2. Was the Revolution worth what it cost?

3. Compare the French Revolution with the revolution in Russia (1917-1918); with the Revolution in England; in America. What points of likeness do you see? Of difference?

4. Account for the attitude of foreign nations toward the French Revolution.

5. Why did the French people accept the rule of Napoleon so readily?

6. The questions on pages 408 and 409 in the text are well worth using.

7. Try to lead the students to see the evolution of the Revolutionary movement in France: a. Despotism; b. Liberty for bourgeoisie; c. Liberty for proletariat; d. Liberty degenerating into license; e. Restoration of despotism.

8. Have the students make Map XI in their map notebooks.

*Reports*

The Declaration of the Rights of Man and the Declaration of Independence.  
Napoleon before 1789  
The Cahiers of 1789  
The Bastille  
Civil Constitution of the Clergy  
Robespierre  
Lord Nelson  
The Jacobin Club  
The Continental Blockade  
Stein and the Reforms in Prussia

*Records*

Victor No. 6557—La Marseillaise

XII. The Democratic Movement in Europe (1815-1848)

Text Chapter 12

1. Modern democracy
  - a. Characteristics
    - (1) Broadening of term citizen
    - (2) Rule of majority
    - (3) Representative government
    - (4) Constitutional government
2. The struggle for democracy
  - a. Congress of Vienna
    - (1) Purpose
    - (2) Members
    - (3) Governing principles
      - (a) Restoration
      - (b) Legitimacy
      - (c) Compensation
      - (d) Conservative attitude toward nationalism
    - (4) Effect upon democracy
  - b. The concert of Europe
    - (1) Purpose
    - (2) Leaders
    - (3) Methods
    - (4) Causes of failure
    - (5) Effect upon democracy
  - c. The Revolutions of 1830
    - (1) Causes
    - (2) Countries affected
    - (3) Results
    - (4) Status of democracy

- d. Revolution of 1848
  - (1) Causes
  - (2) Countries affected
  - (3) Results

### *Suggestions*

1. Compare the Congress of Vienna with the Congress of Versailles at the end of the World War as to:

- a. Composition
- b. Purposes
- c. Difficulties
- d. Methods of settlement
- e. Success

2. "The Concert of Europe was the first League of Nations." Comment.

3. Account for the attitude of the nations of Europe toward democracy between 1815-1830; toward nationalism.

4. Criticise the settlement made in Europe by the treaties of Vienna. What phases of the settlement were dangerous to the peace of Europe?

5. Have students make Map XII in their map notebooks.

6. Compare the map of Europe after the Congress of Vienna with the map of Europe in the days of Napoleon; with a map of Europe in 1914. Explain the changes you find.

### XIII. The National Movement in Europe (1848-1871)

-----Text Chapter 13

- 1. The struggle for nationalism
  - a. Influence of French Revolution
  - b. Influence of Napoleon
  - c. Influence of the democratic movement
- 2. Nationalist movements in Europe
  - a. In France
    - (1) Napoleon III and the Second Empire
      - (a) Purposes
      - (b) Internal problems
      - (c) Foreign relations
  - b. In Italy
    - (1) Disunited Italy
    - (2) Attitude of foreign nations toward Italian unity
    - (3) Leaders of Italian nationalist movement
    - (4) The uniting of Italy

- (a) Austro-Sardinian War
    - (b) Annexations
    - (c) Austro-Prussian War
    - (d) Franco-Prussian War
    - (e) Italy Irredenta
  - c. In Germany
    - (1) Forces leading toward unity
      - (a) Napoleonic wars
      - (b) German Confederation
      - (c) Zollverein
    - (2) Leaders of movement for unity
    - (3) Methods of attaining
      - (a) Army reform
      - (b) Wars
- 3. Problems of nationalism unsolved in Europe (1871-1914)

*Suggestions*

1. What effect did the movement for nationalism have upon the movement for democracy?
2. Account for the rise of nationalism at this time.
3. What problems of nationalism were still unsolved in 1871?
4. Compare the map of Europe in 1815 with the map of Europe in 1871.
5. Explain the attitude of Napoleon III toward Italian unity; the attitude of the French people.
6. What differences between the Italian Government and the Catholic Church were settled in 1929? Explain the origin of these difficulties.
7. Account for the attitude of other nations toward France during the time of the Second Empire?

*Reports*

Garibaldi and the Red Shirts  
Cavour  
Bismarck  
The Catholic Church and the Unification of Italy  
The Constitution of the German Empire  
Bismarck and the German Socialists  
Kulturkampf

XIV. The United Kingdom and the British Empire  
-----Text Chapter 14

1. The Democratic movement in the United Kingdom
  - a. Political parties
  - b. Reform bill of 1832

- (1) Evils which the bill was designed to correct
    - (2) Provisions of the bill
    - (3) Defects
  - c. Later reform movements
    - (1) Leaders
    - (2) Reform movements
      - (a) Chartist Movement
      - (b) Second Reform Bill
      - (c) Ballot Act
      - (d) Third Reform Bill
      - (e) Equal Franchise Act 1918
      - (f) "Flapper" suffrage act 1928
- 2. Government of United Kingdom
  - a. Divisions
    - (1) Crown
    - (2) Parliament
      - (a) House of Lords
      - (b) House of Commons
    - (3) Cabinet
  - b. Parliament Act of 1911
    - (1) Purposes
    - (2) Provisions
- 3. The Irish Question
  - a. Causes of difficulties
  - b. Attempts to remedy
    - (1) By England
      - (a) Disestablishment
      - (b) Land Laws
      - (c) Home Rule
    - (2) By Ireland
      - (a) Leaders
      - (b) The Sinn Fein
  - c. The Irish Free State
    - (1) Government
    - (2) Present situation
- 4. The British Empire
  - a. Growth
  - b. Location
  - c. Problems
    - (1) Protection
      - (a) Navy
      - (b) Naval bases
    - (2) Pax Britannica
    - (3) Government

- (a) India
- (b) Protectorates
- (c) Crown colonies
- (d) Dominions

(4) Imperial unity and federation

*Suggestions*

1. Is the United Kingdom more or less democratic than the United States?
2. Many people think that the government of the United States would be more democratic if we adopted the cabinet system. What changes in our government would be necessary? What would be the advantages? the disadvantages?
3. Contrast the British Cabinet with that of the United States.
4. Many Englishmen think that the House of Lords should be abolished. What arguments do you see for and against the proposal?
5. Account for the differences you see between the growth of democracy on the continent and its growth in England.
6. Compare and contrast the two houses of the British Parliament with the two houses of our own Congress.
7. The author ignores the land question in Ireland. This was very important and the teacher should not overlook it.
8. Have students make Map XV in their map notebooks.

*Reports*

Election of 1929 in Great Britain  
 Present political leaders in Great Britain  
 Present British Cabinet  
 "Flapper" Suffrage Act of 1928  
 The unemployment problem in Great Britain  
 Irish government today  
 Unrest in India  
 Egypt and Great Britain  
 The Imperial Conferences  
 John Bright  
 Cecil Rhodes

XV. The Continental Countries.....Text Chapter 15

1. France
  - a. Government
  - b. Empire

2. Italy
  - a. Government
  - b. Relations with Church
  - c. Empire
3. The Southern European countries
4. The Northern European countries
5. The German Empire
  - a. Government
  - b. Rulers
6. Dual Monarchy
  - a. Government
  - b. Problems
7. Russian Empire
  - a. Government
  - b. Problems
8. Ottoman Empire
  - a. Government
  - b. Problems
  - c. Foreign relations
    1. Crimean War
    2. Russian-Turkish War
    3. Balkan Wars

### *Suggestions*

1. After the study of this chapter make a list of the problems which were common to the European countries between 1870 and 1918.
2. Compare and contrast the government of France with that of England; with that of the United States.
3. "The German Empire was democratic in appearance, autocratic in fact." Explain.
4. Why has the Ottoman empire been called "the sick man of Europe?" Why was it able to maintain its position so long in spite of its weakness?
5. Switzerland has been called "the most democratic country in the world." Why?
6. What nations today have replaced the Dual Monarchy?
7. Compare the Russian Empire of 1914 with that of today.

### *Reports*

The Fascisti government of Italy  
The 1929 treaty between Italy and the Vatican  
The constitution of the German Republic  
Florence Nightingale

The Charge of the Light Brigade  
The Dreyfus affair  
The separation of the church and state in France

XVI. Colonial Expansion and World Politics....Text Chapter 16

1. Imperialistic Expansion
  - a. Causes
  - b. Relation to nationalism
  - c. Relation to democracy
  - d. Effect on international relations
  - e. Regions
    - (1) Africa
      - (a) Nations involved
      - (b) Regions controlled by each
      - (c) Problems
        1. Relations with natives
        2. Government of possessions
    - (2) Asia
      - (a) Nations involved
      - (b) Regions controlled by each
      - (c) Problems
        1. India
        2. China
        3. Japan
    - (3) Oceania
      - (a) Nations involved
      - (b) Regions controlled by each
      - (c) Problems
    - (4) The British Dominions
      - (a) Names
      - (b) Development of each
    - (5) Latin America
      - (a) Nations involved
      - (b) Importance of Monroe Doctrine
      - (c) A-B-C Powers

*Suggestions*

1. How do the problems of the imperialistic nations in Asia differ from those in Africa?
2. Is the United States an imperialistic nation? Prove your answer.
3. What services have the imperialistic nation rendered to the less developed part of their empires? How do you account for the hostility which they have aroused?
4. What is the attitude of South and Central American Republics toward the Monroe Doctrine? Is it justified?

5. State the arguments for and against the independence of the Philippines.

6. Have students make maps XVII and XVIII according to the directions in their map notebooks.

### *Reports*

Present situation in India

Present situation in China

Present situation in Egypt

David Livingston

Ghandi

The independence of the Philippines

United States and Nicaragua

Joseph Chamberlain and British Imperialism

### XVII. Industrial Revolution.....Text Chapter 17

1. Causes
2. Relation to imperialism; to democracy; to nationalism
3. Great inventions of the period
4. Results
  - a. Economic
  - b. Social
  - c. Political
5. Phases of life affected
  - a. Agriculture
  - b. Transportation and communication
  - c. Finance
  - d. Labor
  - e. Government
    - (1) Extension of control over industry
    - (2) Labor legislation
    - (3) Public ownership
    - (4) Rise of socialism
      - (a) Types
      - (b) Program

### *Suggestions*

1. "The industrial revolution was far more important than the French Revolution." Comment.

2. Why does the industrial revolution in England attract more attention than in the other countries?

3. Why did the industrial revolution force the abandonment of the laissez-faire attitude?

4. Why was socialism the result of the industrial revolution?

5. What advantages do you see in the socialist program? What disadvantages?

6. What is the latest phase of the industrial revolution?

*Reports*

Lives and works of great inventors  
Karl Marx  
The Communist Manifesto

XVIII. Modern Civilization.....Text Chapter 18

1. International Character
  - a. Reasons
  - b. Effect upon relations among nations
2. Social reform
  - a. Causes
  - b. Types
3. Phases of Civilization
  - a. Education
  - b. Religion
  - c. Science
  - d. Literature
  - e. Music
  - f. Art

*Suggestions*

This chapter in the text deserves much time. It lends itself very readily to expansion by work outside the text on the part of the students. They may be divided into groups according to their interests and work on phases of the many sided civilization of the modern world. A few of the problems on which they might work are suggested:

Biographies of great leaders  
Prison reform  
Prohibition  
Treatment of defectives  
Woman suffrage  
Kindergarten movement  
High school movement  
Vocational education  
History of musical instruments  
Great musicians  
Types of music

Here also it is possible to secure cooperation from other departments. Students should not only study about modern civilization. They should see it in action. Visit the school kindergarten if possible. Let them find out what is being done in caring for defectives in their own state and how far

prison reform has advanced there. By means of radio, records or piano let them hear the compositions of which they study. Bring the art of the period to them through pictures, etc.

### *Records*

Victor Nos. 6634, 6609, 6701, 6702, 3045, 3046—Haydn  
 Victor Nos. 20739, 20448, 20345, 20440, 3578—Mozart  
 Victor Nos. 20451, 78809, 9001-4, 6591, 6771—Beethoven  
 Victor Nos. 6691, 20079, 6704, 4008, 20343—Schubert  
 Victor Nos. 35873, 1266, 9013, 35946, 1242—Mendels-  
 sohn  
 Victor Nos. 6630, 20739, 20522, 1178—Schumann  
 Victor Nos. 6612, 35800, 6715, 20614—Chopin  
 Victor Nos. 6828, 6626, 1155, 6504—Liszt  
 Victor No. 20523—Wagner

Many other records may be found by consulting the "Educational Catalog and graded list of Victor Records for home, school and college," published by the Victor Talking Machine Company, Camden, N. J.

## XIX. International Relations (1871-1914)-----Text Chapter 19

1. European alliances
  - a. Causes
  - b. Nations allied in:
    - (1) The Triple Alliance
    - (2) Dual Alliance and Triple Entente
2. Problems confronting the alliances
  - a. Colonial
    - (1) Why problems arose
    - (2) Outstanding events
      - (a) Moroccan crisis
      - (b) Near East and Bagdad Railway
      - (c) Balkans
      - (d) Far East
  - b. Militarism
  - c. Nationalism
3. Attempts to solve problems
  - a. International congresses
  - b. Hague Tribunal

### *Suggestions*

1. Explain the point of view of the Triple Alliance and of the Triple Entente toward each of the following problems:

- a. Alsace-Lorraine
- b. German navalism
- c. Turkey in Europe
- d. Bagdad railway
- e. Colonies
2. Germany contended that between 1870 and 1914 she was being "encircled" by hostile powers. What led her to this belief?
3. State the arguments for and against compulsory military training.
4. How did England justify her demand to be allowed to have the largest navy in the world?
5. Have students make map XXI according to the directions in their map notebooks.

XX. World War-----Text Chapter 20

1. Causes
  - a. Remote
  - b. Immediate
  - c. Position of each of the great powers
2. Leaders
3. Events to 1917
  - a. In west
  - b. In east
  - c. In Balkans
  - d. On Italian front
  - e. On sea
  - f. Outside of Europe
4. Problems of neutrals
  - a. Blockade
  - b. Submarine warfare
  - c. Propaganda and intrigues in neutral countries
5. Events (1917-1918)
  - a. United States enters war
    - (1) Causes
    - (2) Contributions to winning the war
  - b. Collapse of Russia
  - c. Collapse of Germany and her allies
6. Peace
  - a. War aims
  - b. Fourteen points

*Suggestions*

The questions on page 707 of the text are excellent and should be used in the study of this chapter.

## XXI. The Peace Conference.....Text Chapter 21

1. Members
2. Influence of United States
3. Provisions of the Peace Treaty
  - a. With Germany
  - b. With Germany's allies
4. The new map of Europe
5. New governments in the old European states
  - a. The German Republic
  - b. Soviet Russia
6. New states in Europe
7. Problems remaining:
  - a. Stabilizing governments
  - b. Reparations
  - c. Boundaries
  - d. Alliances
  - e. League of Nations

*Suggestions*

1. See pages 736 in the text
2. Have students make map XXII according to the directions in their map notebooks.

## XXII. The World Today.....Text Chapter 22

1. Its problems
  - a. Financial
  - b. World Peace
  - c. International Organization
    - (1) Hague Conferences
    - (2) League of Nations
    - (3) World Court
  - d. Disarmament
  - e. Imperialistic nations
  - f. Rise of nationalism in the Orient

*Suggestions*

1. Use questions on page 767 of text.



